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ABSTRACT

This paper describes the problems, services, and role of school libraries and media centers in the developing countries, and an experimental research project at the Abadina Media Resource Center (AMRC) in Nigeria. Six problems facing developing countries in the provision of school media services are discussed. An overview of the present state of school library service, based partially on international surveys conducted by Jean Lowrie and Laverne Carroll in 1972 and 1982 respectively, covers standards, manuals of practice, resources, staffing, national associations, administration, and funding. The Abadina research project is described as an investigation into the effects of providing library skills education in primary schools for children of different socioeconomic backgrounds. AMRC activities and services are also described. Among the recommendations outlined for developing countries are the introduction of national policies and legislation establishing multipurpose media resource centers, the adoption of the local language as one of the official media center languages, the integration of book and audiovisual resources, and the introduction of library user education into primary and secondary school programs. Appendices comprise a chart outlining school media provision in selected developing countries, subject lists for multimedia collection development in support of a Nigerian primary school curriculum and for multimedia functional literacy packages, and a 161-item bibliography. (ESR)

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THE WORLD BANK EDUCATION SECTOR SEMINAR ON THE DEVELOPMENT OF SCHOOL MEDIA SERVICES IN ELEMENTARY AND SECONDARY EDUCATION

October 19, 1982

A Perspective from Developing Countries

Background Paper No. 3

U.S. DEPARTMENT OF EDUCATION
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PREFACE

This paper examines the problems and constraints against the provision of school libraries/media centre services in developing countries. It attempts to give a preview of existing situation relying on readings and the limited statistical data available in Unesco Reports Yearbooks, and articles in two world surveys by Jean Lowrie 1972 and Laverne Carroll (1982). The absence of statistical data for many of the countries for a particular period made evaluation and any comparison impossible. The bibliographic list at the end refers only to articles available in the location of the author and does not fully represent all the material available on Developing Countries. The Abadina Media Resource Centre which is a model library for a group of primary schools and an experimental research project initiated in 1974 provided first hand experience on operations and problems. The findings of the research investigation associated with the project has been of immense value in assessing the value and quantifying the effect of media centre facilities on an African child.

I am also indebted to the proceedings of the International Conferences IFLA Phillipines 1980, Lesothc SCESAC 1980 and Leipzig IFLA 1981 for the latest information on trends in developing countries.

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INTRODUCTION

School Media Service are relatively recent innovation in the Education programmes of many developing countries. The task of providing free education for all children at the first and second level of education is so overwhelming that such consideration as school libraries were regarded as refinements or luxuries that the governments of the new countries could not afford. In fact in a country like Nigeria, school libraries were first considered as a national policy in 1970, although it had been discussed in the literature and workshops and school libraries had been organised as early as 1952. In Ghana however, there ~~seemed~~ to have evolved a network of school libraries by 1968. This was organised by the Ghana Library Board. Most of these libraries were found in secondary schools. The necessity for libraries in secondary schools had been recognised by most Government Ministries of Education, who passed regulations governing their provision. The various professional associations, wherever they exist at a national or regional level, have always advocated the establishment of school libraries and had organised workshops for school libraries at a regional or national level. The most recent of such activities was the Standing Conference and Workshop of Central Eastern and Southern African librarians held at Lesotho in December 1980. At that conference, Lesotho, which was reported to have one of the highest literacy rate for women in Africa, was reported as having "no libraries development

at all in Primary schools while school library development has been commenced in many post primary schools." (McGrath 1978).

The efforts of international organisations Unesco and others and foreign cultural arms of Diplomatic agencies - e.g. the British Council have had considerable effect on the development of school libraries. In Nigeria, the Unesco School library project in Lagos was responsible for laying the foundations for the school library service in that state. (Bonny 1962). The Abadina Media Resource Centre (AMRC) of the University of Ibadan was first sponsored by the British Council in Nigeria (AMRC Foundation Report 1977). Unesco also included the establishment of school media centres in its NATIS programme at Intergovernmental Conferences in Paris in 1977. (NATIS 1977) The International Association for School Libraries have also influenced the development of school libraries in developing countries. In its 10 years of existence it has held two of its 10 meetings in a developing country (Venezuella and Nigeria). Its 1977 meeting in Ibadan, Nigeria led to the formation of a National Nigerian School Library Association. Developing countries have therefore had a fair share of exposure to world trends and influences through these international interactions and through their corps of foreign trained librarians and the dialogues at international conferences, seminars and workshops. IFLA's most recent conference in Leipzig 1981 was preceeded by a Pre-Conference seminar

for librarians from Developing Countries on library work for children and Young adults sponsored jointly by its sections for children's libraries and school libraries. The workshop gave an opportunity to exchange ideas on current trends in the participating countries and therefore an overview of the problems and developments in these countries.

A review of existing literature and discussions at the above named international conferences in Lesotho and Leipsig and others before them present some common features of problems facing developing countries in the development of school media services in elementary and secondary schools. The following can be identified as most prevalent topics common to all.

1. The conflict between an oral traditional culture and the introduced book culture orientation.
2. The problem of availability of appropriate and relevant materials for learning whether in the colloquial languages, or in the adopted second official language.
3. The problem of relevance of the education system and the content of its curricula to ethnic orientations.
4. The absence of information on reading problems of children from developing countries
5. Cost benefit considerations against other equally urgent development priorities of new nations - food, health, shelter in the face of population explosion and a largely non-literate therefore less productive man power.
6. The dearth of trained personnel for an interdisciplinary profession like school librarianship, when there is acute shortage of both trained teachers and trained librarians.

The term developing has been defined and the countries so categorised has been identified by the United Nations in terms of GNP and social development. For the purpose of this exercise we draw examples from Africa, Latin America and South East Asia where there are concentrations of developing nations. These are new nations with a colonial history. They are also old societies in state of interaction with an external civilisation with superior technology, and superior knowledge of the physical and material world, better social organisation and management techniques for better quality of life materially. The other indicators are high population growth, low literacy rate, low productivity, which should be reflected in the G.N.P. except in oil rich countries. These are primary societies with exploitative occupations rather than manufacturing industry. They have a developed sensitivity to spiritual orientation and strong feelings of association with the cosmic world. Developing societies tend to manifest fear of the supernatural. They also have rich culture and oral traditions, which are largely unrecorded, and therefore subject to loss, half truths and misinterpretations. The problem of survival for the masses in these developing countries heightens to sense of urgency, for improved material conditions and high motivation for education and higher income among the young.

1. ORAL TRADITIONS AND BOOK CULTURE

The ideas of reading for recreation is probably an acquired trait that only occurs conterminously with a particular level of development in the phases between traditional culture and a civilisation. Most of the developing countries are still nearer traditional culture level at the grass roots. Most of them also occur in geographical environment where nature has been over generous with warmth and water and where therefore the process of survival at a primary level was least challenging. There is therefore a considerable amount of leisure and time for interpersonal relations and communal effort exist for work and leisure in a less informal milieu. In these societies, the demand for privacy or solitude are considered abnormal. This explains the growing development of intensive formalised cultural activities at weekends in Southern Nigeria where there is high incidence of literacy and an industrial modern urban society is developing. In spite of higher education, the book culture has not taken root. A book culture requires written literature in abundance, an appreciation of privacy and search for intellectual rather than emotional stimulation.

Developing societies will inevitably developed into record conscious more formal information seeking societies, when the pattern of living changes from the extended family communes to the smaller unit family in high rise flats. When weddings births, funerals,

chieftaincy installations cease to be flamboyant cultural shows, time consuming, expensive and energy sapping, the habit of reading for leisure and recreation should develop.

2. AVAILABILITY OF READING MATERIALS

Most of the developing countries are multi-ethnic, multi-lingual states. Often the official language English, French or Spanish etc. are not mother tongue languages but foreign adopted official languages. The indigenous literature corpus of the people are in oral forms as religious, historical or multidisciplined poetry and other forms of verbal communication. The language of education and its content are foreign and this further tends to make reading a functional and examination oriented exercise. The books available in existing libraries are regarded as textbooks for examinations and self directed study.

The existing publishing firms foreign and indigenous have found the textbook publishing industry more lucrative. There is therefore an acute shortage of fiction and supplementary reading materials for children and young adults. This has led to the creation of Institute for the Intellectual Development of Children and Young Adults in Iran, the Childrens Book Project of the Nutrition Centre in Manilla Phillipines, and the various National Sections of International Board of Books for Youth (IBBY). The activities of these bodies notwithstanding, the publishing world have not

really explored the possibilities of publishing on a large scale for children besides the textbook trade in developing countries. The situation of the Publishing and Booktrade depicted at the Kampala meeting 1970 (Unesco 1970) for African countries is still largely true. Although the statistics for publishing may have improved considerably, Africa still depend largely on imports for its book trade. These are mostly in foreign language (the official language of instruction and communication). The problem of publishing in the local language are still bedevilled by economic constrainst - limited demand, small markets (small language groups with the exception of large language groups Swahili, Yoruba, Hausa, high costs of production owing to complicated orthographies). (Commonwealth Secretariat 1975).

A research experiment in Ife University using the mother tongue as a medium of instruction for six years of the primary school proved that children learn more effectively, and showed superior performance than those taught in the foreign language. The materials and text books used for the experiment are however not readily available even in the local book market only a few of them are published.

3 THE PROBLEM OF RELEVANCE OF EXISTING RESOURCES TO ETHNIC ORIENTATIONS AND NORMS

The 1960-70 United Nations Human Development Decade gave stimulus to developing countries to adopt national educational policy in respect of primary, secondary and other levels of education. While many of these policies articulated intentions to educate the individual to be a useful member of the society and to build self reliant nations, the multi ethnic nature of their societies have forced them to adopt the language and pattern of education of the departing excolonial masters as a less objectionable alternative to resolving the internal competing ethnic orientations. The content of the education curricula at all levels, the attitudes and norms reflected in the foreign textbooks and materials remain a barrier to the implementation of really indigenising education policies. In most cases the education system alienates the individual from his traditional society. There is increasing conflict between the young and the old and the gap between the literate and the non literate widens.

Considerable efforts have been made by foreign and local publishers to reflect the local environment and the local culture in learning resources and text books for children. There is often the problem of selecting which of the numerous ethnic traditions should be reflected, and which is politically and economically acceptable. Sometimes there is a conflict in the application of these two criteria which are important

considerations for the publisher, if he is to achieve his objective for profitability.

4. READING CHARACTERISTICS OF CHILDREN IN DEVELOPING COUNTRIES

There is not enough research data available on reading problems, reading preferences and reading skills of children in developing countries. The problems enumerated above - use of second language, inappropriateness of learning and reading materials, lack of suitable supplementary literature are likely to affect reading patterns and skills. Even where school libraries, class room collections or access to books exist, the children may not read if they have serious reading disabilities.

The experience in Abadina project is that children prefer the audio-visual presentation. Individualised reading has to be taught through story hour and programmed reading session.

The problem of unused books on library shelves has been reflected in the literature of school libraries (Fadero 1970). The first issue of the Journal of Language Arts and Communication VI: I, 1980 carried articles about reading problems of Nigerian secondary schools children (Unoh) and the need to teach reading to this level and even the Pre-school child (Onibokun).

Reading preferences are equally important. There are now studies Wagner, James, Fetuga and Fayose indicating that Nigerian children have definite reading habits and preferences for certain categories of books:- travel, family stories etc. These preferences are not reflected appropriately in the publishing industry production for children.

5. FUNDING CONSIDERATIONS & NATIONAL PRIORITIES

The most important constraint to the provision of school media centres is funding. The Education budget is the largest in most developing countries absorbing up to 40% of total state income. This seemingly generous vote is often inadequate to cover all the demands of the varying levels of Education. The services that are considered peripheral or supportive like library/media centres are the first to be excised, when funds are in short supply. The wisdom of spending this large amount on education while the other important priorities - water, food and shelter are glaringly inadequate is being seriously questioned. Many developed countries are faced with the problem of having to develop many basic amenities at the same time.

6. TRAINED PERSONNEL

The international controversy as to whether school media centres personnel should also be teachers is a recurring topic. There is great shortage of both teachers and librarians in all developing countries. The current thinking recommends the training of teacher librarians in teacher training colleges to man school media centres. The educationists have not quite accepted this additional subject and therefore burden on the colleges of education curricula. The experiment in Ethiopia showed that the personnel so trained did not go into school library work and have therefore phased out the programme. In Nigeria library schools, very few

candidates are offering themselves for this specialisation because it is not highly remunerative. The demands for librarians in other more highly considered institutions as University libraries or special libraries make school librarianship less attractive. As a result school libraries if they exist at all are being manned by untrained assistants(whose education are sometimes only of a primary level)under the supervision of a teacher, who have little or no training in librarianship.

CHAPTER II

PRESENT STATE OF SCHOOL LIBRARY SERVICES

A number of international surveys of school librarianship have been carried out which give overviews of the history and growth of school librarianship. The first of such survey was School Libraries: International Developments edited by Jean Lowrie in 1972. This was followed nearly a decade later by Frances Laverne Carroll. Recently Advances in School Librarianship 1981. There has recently been a number of conferences and workshops - IFLA in Manila 1980, and Leipzig 1981 and in Africa Lesotho 1980 by Central East and Southern African Librarians. Some of the papers from these workshops, seminar and conferences have been used in this paper. It has been difficult to obtain recent accurate statistical data on school library services. Unesco Statistical Year Book, only had returns for a few developing countries.

In most developing countries learning resource centres/school libraries have now been accepted as a necessary component of the education process. The term is however used to represent a collection of books in support of the school syllabus and teaching instruction. The concept of a multi media learning resource centres is just gaining acceptance and many school libraries are now being upgraded by the addition of audio-visual materials and their equipment. There are however a few media resource centres established as model for teaching

demonstration or as a service to a group of educational institutions. The term media resources is now understood to mean learning resources in various formats.

In presenting an overview of present state of media centre development in developing countries, it is necessary to be guided by world trends of indicators of optimal efficient service. The Unesco National Information System (Natis) proposals recommended that National Policies should exist about different types of libraries including school libraries. Therefore the existence of national policies, legislations and regulations are important for ensuring a planned and sustained development of school libraries. The nineteen sixties decade was devoted to eradicating literacy and many developing countries established national policies to ensure that every child had access to free primary education as minimum for an enlightened citizenry. Mass literacy campaigns were introduced for the adult non literate and free education was extended to include secondary level education in some states. Towards the end of the decade of the seventies, many developing countries were reviewing the education system in respect of quality, relevance to the indigenous society and the fostering of national consciousness. The role of media resource centres in developing the right learning orientation, stimulating a spirit of enquiry and encouraging self directed study and therefore self reliance have become recognised. Media centres are now accepted as important instruments for achieving national educational objectives. The activities of Unesco in promoting national policies

in the development of school libraries are evident in the Unesco schools projects for example in Nigeria (Bonny 1964) and other developing countries. The NATIS Proposals and the intergovernmental meeting did pass a resolution calling for the establishing National Policies network of libraries to include school libraries. (NATIS UNESCO 1977).

Although many national professional associations e.g. the Library Association in Singapore, the Nigerian School Library Association have called for national legislations, only Egypt seem to be on record as having legislation on school libraries by Decree No. 179 of 1958. Most developing countries however have national policies or regulations by the state ministries of Education regulating the provision of school libraries. Most of such regulations are in respect of secondary school libraries. Many national libraries and state libraries have provisions in the law establishing them to encourage the development of all libraries including school libraries. In Africa, the Tanzania Library Service and the Ghana Library Board have established network of Mobile library service to schools. One of the best example of state provision of school library service however is the Bendel State School Library Service, Nigeria. The Bendel State Library Board is mandated by law to establish a strong School Library Division. The Board has established a Book Depot and centralised book supply and cataloguing service, as well as mobile library service to schools and educational institutions.

It also manages the whole library Book Stock Fund for all the schools in the State.

STANDARDS AND MANUAL OF PRACTICE

One of the most persistent problems in the provision of media centre services/school libraries has been the absence of realistic and relevant standard of practise to guide the teachers and library assistants who are often required to provide this professional service. The attempts by Unesco to provide standards even for developing countries (Withers1970) can only be regarded as 'guestimates.' It therefore becomes important that national standards of practice and manuals should be provided as basic to the systematic development of school libraries/media services. Many of the professional library associations and training institutions have held workshops and conference to consider standards and evolve realistic national standards. The Ibadan University Institute of Librarianship (now Department of Library Studies) in 1965 called a West African conference on standards (Dean 1965) It was the first record of formulating national standards of practice for all categories of libraries for West Africa. The Singapore Library Association, Tanzania Library Board and Abadina Media Resource Centre, University of Ibadan have written handbooks, manuals of Practise for School Libraries and recommended minimum standards for efficient service. Many other countries have made attempts to establish such standards during the seventies decade.

RESOURCES

Carroll in her survey Recent Advances in School Librarianship traced the development from the concept of the school library in the fifties through late sixties when it started to include audio visuals to the seventies when the term school library media centre was directed to be used by the AASL. Today the school media centre is defined as a centre that makes available a systematically organised collection of learning resources that includes books, the new media, living resources, specimens, and learning resource environment; and whose staff may interprete such resources through programmes designed to promote learning skills and utilisation of resources. (Carroll 1981) The latest addition to the media resources centre resources are computer linkage to data bases and other electronical operated information systems. Other innovations are bookshops attached to the school.

In developing countries most learning resource centres are essentially school libraries containing books. Audio visual materials are just beginning to be accepted as part of the resources of a school library. The high cost of audio-visual equipment and the problem associated with their storage and maintenance are constraints in the acquisition of audiovisual materials for school libraries in the developing countries. The appropriate soft ware relevant to learning in developing countries are not available. The necessary research

and development of mass production of films, filmstrips and learning resources that have meaningful national content for the third world school child is only just being examined. The orientation of some of the existing learning resources available are meant for children of other developed countries. The orientation and attitudes they convey may be negative for the effective education of the child from developing world.

BOOK RESOURCES

The Book resources available in school libraries of developing countries are largely books - published in other lands for other children. The national book industry in most developing countries are still rudimentary. The foreign publishers and few indigenous publishers are more interested in textbook industry which having a ready market are more lucrative. Publishing for children is still undeveloped. Efforts for improvement are being made through National Book Development Councils. Other examples are the Institutes for the Intellectual Development of Children and Young Adults in Iran, the Children's Book Project of the Nutrition Centre of the Phillipines, the Unesco sponsored Asian Copublication Programme series Folk Tales from Asia for Children Everywhere and Children Literature Association of the Phillippines, Phillippines Inc. (Agcaoili, CC. 1980). The International Board of Books for Youth (IBBY) national sections are also engaged in activities promoting the publication of children's books.

There is no current reliable statistics of the size of book collections in developing countries. They vary between 1500 in new small schools to collections of 15,000 or even 20,000 in old established secondary schools many of which are private schools. Very few primary schools have libraries and where they exist, they are usually distributed as class room collections. Most schools rely on services of National or state library service book mobile libraries for their access to books.

The periodical collection in most school libraries consists of a few selected newspapers and educational journals that are meant for the teachers. Periodicals and magazines for young people remain underdeveloped. In the absence of locally produced publication, many school libraries rely on foreign products that are available.

Vertical file material such as pamphlets, brochures, charts and pictures are important resources in a school library. Although there is no formalised channel for their distribution, the various ministries of culture and information and Arts Councils publish pamphlets that could constitute important resource materials for current information. Their collection and organisation however demands full time staff with professional expertise which is often lacking in school libraries.

AUDIO VISUAL RESOURCES

The role of the new media in education and on effective learning is now being recognised in developing countries. The use of television and radio for disseminating local culture and as a forum for its growth and development have strengthened, and encouraged the introduction of the new media into the classroom. Most ministries of education operate audio visual centres providing loan service of equipment and software to schools. What is lacking is the integration of these audio visual centres with school libraries to form multi-media learning resource collections. The development of multi-media packages designed specifically for learning and teaching instruction in nations of the third world are limited. Regional production centres for audio visual learning resources will reduce cost and promote effective distribution.

STAFFING

Most school libraries are manned by subject teachers in developing countries. Some of such teachers may have received short period of training in the organisation of resources in workshops or conferences. These workshops last for too short a period to impart professional orientation, attitudes and skills. They may do more harm than good by providing personnel who lack conviction in the necessity for school libraries and the skills to make the service effective.

It is now clear that for a long time primary and secondary schools in developing countries cannot offer salary scales that will attract a full time School Librarian. The resolutions from workshops, conferences in Lesotho (1981) and Nigeria (1979) recommend the training of teacher librarians in teacher training colleges as specialist teachers for the management of school libraries. This will also ensure that school librarians are also trained teachers and are therefore acceptable as members of the teaching team by teachers and pupils. It has also been noted that teachers themselves are not informed on the use of the library and its role in their education programme. It is suggested that user library education be introduced as part of every teachers education course. This is important as education become pupil oriented and the role of the teacher changes to that of a guide in the learning process of pupils. Where standards exist there is a basis for a rational allocation of funds for effective service. In most countries however, the fund for the school library is grossly inadequate. This is because the school library is still considered an adjunct service, supportive but not essential to the educational programme.

NATIONAL ASSOCIATIONS

One of the ways of promoting a service is through the activities of the National Associations. In most countries the National Associations for Librarians have sections for school libraries. These sections have not been very active because there are very few professional school librarians. The National Associations have also been too pre-occupied with other established specialisation to give much attention to school libraries. If most school librarians are teachers then they are not likely to feel comfortable as a section of professional librarians. In some parts of the developing world, Pakistan, Phillipines and Nigeria have opted for a separate National School Library Association. This gives them direct access to governments to negotiate for better conditions of service for school librarians and freedom of affiliation to other relevant bodies like the National Teachers Association and the National A-V Association. Such associations have instituted media of communication and services to meet the needs of the Teacher Librarian or School Librarian in their Newsletter and or Journal. The Nigerian School Library Association publishes a Newsletter and the Nigerian School Library Journal. The association organises conferences and workshops for teacher librarians. It has also been instrumental in getting school libraries and media centres included in a national policy on education. It has called for national legislation and

more effective administration and better remuneration for teacher librarians.

ADMINISTRATION AND FUNDING

Although secondary schools are mandated to have school libraries, the administration and funding of school libraries are weak. Many schools rely on mobile libraries or book box schemes from Public Libraries. In some countries the Public Library is mandated to supervise the organisation of school libraries. In others, the Ministry of Education has a division created to supervise the organisation of school libraries. It seemed as if the supervision by State Public Library system is more effective than supervision by a Ministry Division on Educational Services. This is due to the presence of professional expertise and practise in the bigger organisation of the State Library. The Ministry of Education however have the funding for school libraries and the responsibility for the education programme. In states,where libraries are under other Ministries besides Education e.g. Ministry of Information or Culture,the problem of funding is further complicated. Many countries have placed libraries in the Ministry of Education, but has also given supervision powers to the State Libraries. The arrangement for funding remain unclear. Some states make special subvention to state libraries for supply of book stock and central processing services as in Bendel State of Nigeria. Others make direct grants to schools, through the State Ministry of Education's Division for libraries as in Singapore.

CHAPTER III

NEW STRATEGIES FOR LEARNING & MEDIA CENTRES
THE CASE OF THE ABADINA EXPERIMENT

The problem enumerated in Chapter I as constituting constraints in development of an enlighted book oriented public, suggest the need to employ new innovative measures to promote learning, the transfer of knowledge and the development of an educated public. Oral traditions suggest the transfer of information through visual and oral means. There is need to investigate whether this methods of transfer in an oral tradition is contradictory to learning. Is it not possible to employ the methods of oral traditions to promote education? Oyeoku a librarian turned bookseller is reported to be recordings on folk & written literature (poems, stories etc) on tapes and selling them (Oyeoku 1980) in rural areas among non literate communities where the cassette tape recorder is becoming a feature in the household for playing music. The audio-visual media has been proved to be more effective for learning than the graphic written record even for a literate public.

The lack of adequate indigenous orientated materials for learning can be over come or ameliorated by employing the new media to record our oral traditions. Such recording will provide materials that can be used for generating learning resources. They will also constitute materials for research and subsequent creative written literature. It is important that children in developing countries should be informed about culture. Oral traditions however need to go through the creative process of study, rearrangement, new innovative recreation and rebirth, if they are to grow and develop with the modern industrial society that is emerging in developing countries.

The development of a reading public is a matter of time and education. The modern media can be employed to promote reading through the use of radio and television. These have already been effective in promoting drama series, discussion programmes and other important intellectual activity that have assumed national significance. In Western Nigeria television ombudsman programme, featuring a panel discussion of real cases of oppresion, corruption or injustice bringing together both the

has become a powerful educative media on the rights of the common man and a peoples court for getting free justice or redress.

As new nations interacting with developed industrial nations the developing countries have to take unusual measures to bridge the technological and education gap between them and developed countries. First they must narrow the socio economic and education gap between its citizens - between rural and urban communities, between literate and non literate members. The latter who are in the majority must be made literate so that they can more fully appreciate and participate in national development both in terms of economic production and political behaviour. Their children who are handicapped by lack of intellectual stimulation at home must be assisted at school to overcome the inertia caused by deprivations at home.

NEW LEARNING OBJECTIVES

The colonial education system promoted literacy and the development of a clerical class. Since independence an elite professional class has been produced leaving a middle level technologist and artisan class undeveloped in the quantities demanded by industrial development in a country like Nigeria.

The new education system in developing countries must aim at producing self reliant all rounded individuals who are both confident with liberal arts, science, technology and the use of the hands, and with culture and creative imaginative and use of the brain. New learning objectives should seek to foster an inquisitive attitude, an enquiring mind and knowledge seeking, effective logical searching habits, self confidence and rational behaviour. A library education programme deviced to develop such skills will accelerate the development of new rational citizens, through interaction with library resources.

Finally developing nations especially Africa including the oil rich ones are confronted with the urgent demands of development, the need to provide for so many essential basic societal development requirements -

education, health, water and fuel - agriculture and transportation. These demands which all seem urgent cannot be met by existing resources, financial and human available. They therefore have to have strict requirements for establishing national priorities. Although school libraries are educationally accepted as desirable, no study has established in quantitative terms its effect on education and development of the African child. Studies made in USA have not been conclusive about the role of school libraries. There is therefore no rational proof made to policy makers to justify school libraries being considered a national priority. The older nations of the world have only in the last two decades considered libraries a priority. In short there is a gap in perception of users as to the role and efficiency of the librarian to meet their knowledge and information needs and the reality of the professionals objectives and intention. User education is therefore necessary, if libraries are to be fully utilised and appreciated.

NEW ALTERNATIVES TO LEARNING

THE ABADINA EXPERIMENT

The Abadina Media Resource Centre (AMRC) was founded on 1974 as a teaching model children's library and research centre on effects of books and library resources on the development of the Nigerian child. It is also a functioning free service to the 4 public primary schools in the University neighbourhood at large. Abadina village is a housing estate for the low income workers in the University.

These are the partially literate workers - cleaners, messengers, cooks and stewards, and estate maintenance workers. It also contained the artisan class, the electricians, plumbers, drivers, mechanics who work for the University. The media centre itself was sited next to the primary schools in the Abadina village, but near enough to the Senior staff Club, so that access was also readily available to the children of the senior staff of the University. These

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are lecturers, professors and the administrative and professional staff of the University. It therefore offers the opportunity of studying the problem and effects of interaction between children of varying socio economic background and the library services offered.

The AMRC started with a donation of 1104 books from the British Council in 1971. The gift was made on condition that there is guanrantee of local support, a condition which the University accepted and continue to honour by provision in its annual budget estimate for the Centre. The University provided funds for a physical plant built in two stages - the library collection and reading room and offices and the Audio-visual section consisting of a collection storage room, a hall for viewing and an audio-room for listening to recordings. A planned third phase, the graphic arts production section, was shelved, owing to the drastic reduction in university's subventions from the government and the shelving of all capital development plans at the University. The book resources in the Centre in 1981 consisted of 10,000 books and over 1,000 audio visual materials soft ware - Film, film strips tapes etc. The centre also has equipment for projection and playing records i.e. film & slide projectors, record & tape players etc. There are also educational teaching aids and recordings of cultural oral literature generated by the Centre's staff.

The Centre is managed by a staff consisting of 2 graduate professional media librarian - 3 para professional, one technician and 11 other clerical and supportive staff. The Centres services include the administration of the library education curriculum to experiment classes, guidance in the selection of reading materials to both children and staff members, story hour for children and training of teacher/librarians, as well as the organisation and management of the resources. As headquarters of the National Nigerian School Library Association, the Centre produces its monthly Newsletter and it journal Nigerian School Libraries.

The Centre has also organised workshops for teacher librarians, writers

of childrens books, headmasters of schools and recently on library services to the handicapped.

The Centres registered clientell has risen from 1,406 in 1976 to 3,219 in 1982. The Abadina Project was conceived first as a service to children in the University campus and as a model for training teacher librarians and school librarians. It was also conceived as a developmental research project to investigate the problems of school libraries and to design, test and evaluate solutions to their problems. The project's main research was to find out the effect of a specific curriculum designed to teach library use skills and to make the children interact with library resources over the six year period of primary education.

The objectives of the research were:-

a to examine the notion that an oral tradition militates against the development of a reading habit;

b to ascertain the effect of access and interaction with books and resources on the academic performance of the primary school child

c to ascertain the effect of a library education programme which offers new alternatives for learning on the academic social and psychological development of primary school child.

d to examine other variables e.g. relationship between socio economic background and utilisation of resources.

The research experiment was designed to test the folloing bypotheses.

1 That a formal structured programme will improve the learning skills of the primary school child and this will be reflected in his academic performance.

2 That the acquisition of library use skills and interaction with library resources will reduce learning disability or handicap of children from disadvantaged homes.

3 That interaction with superior varied library resources will affect social development and maturity of the pupils;

4 That acquisition of expoitative skills will promote the spirit of enquiry and develop the habit of searching for information as basis of decision taking and action and therefore life long education.

The locus of the dependent variables in the experimental research were:

1 cognitive changes measured in
   (a) performance in language & reading skills & comprehension
   (b) general/or subject knowledge.
   (c) numeration
   (d) library use and reference skills.
2 affective changes for development and social maturity measured in
   (a) development psychological test
   (b) social maturity indicators - articulation, self confidence, mature social attitudes and comportment.

The Library education programme for the purpose of this research was a formal structured programme of instruction and activities. The syllabus was designed to transmit knowledge and skills on exploitation of learning resources. It was intended to cause behavioural changes in attitudes to learning - inculcating a spirit of enquiry, the habit of seeking knowledge as basis for decision making; the skills for life long self directed learning; the awareness of and application of criteria for discerning the veracity and validity of knowledge and information; and above all, a questioning mind and love of learning. The immediate objectives of the programme were as follows:

1 to inform pupils on the various formats in which knowledge and information are recorded.
2 to make pupils aware of the nature of books and other resources
3 to inform on the organisation of resources in school libraries/media centres
4 to teach strategies & procedures for effective exploitation of resources of libraries/media centres.

5 to provide information on other sources of knowledge information

6 to impart knowledge on criteria for evaluating knowledge & information obtained.

THE PRIMARY SCHOOL LIBRARY EDUCATION CURRICULUM

The primary school library education cucciculum was designed to reflect the content of the public primary school syllabus exposing the child to alternative sources of knowledge besides the required textbook. It also offered the child alternative & informal methods for learning. The aim of the programme was to make learning intersting and pleasurable. The intention was to make the child more involved in its own acquisition of knowledge. The curriculum objectives were:

1 To present the child to the world of literature through its folk oral literature recorded on tapes in the AMRC library. Some are now recorded in books.

2 to make the child aware of the world around him and elements of shapes, colours, measurements and weights in practical terms.

3 to teach the child the art of listening looking and learning through all his senses.

4 to make the child aware of the universe - the world and the earth the development and nature of the animal and plant kingdom the elements - fire, water and air and chemical and physical properties to seek knowledge in the environment, in events, in personnels as well as in books & other recorded formats.

5 to transmit knowledge of culture by developing an awareness of cultural events as sources of knowledge and information.

6 to teach the use of books reference skills and sources of information and self directed learning through the implementation of project work.

The curriculum is divided into six parts of each year of the primary school education - reflecting the content of approved primary school syllabus but giving additional materials and employing other alternatives besides the chalk and talk method of the format classroom. A detailed library education programme was considered necessary to ensure that the children interacted with the resources and the staff, and learnt reference and exploitation

skills in a formal programme. The culmination of their experience was the project work which was succesffully accomplished by the experiment children at the end of the programme. (Ogunsheye 1978)

There were three sets of experiments in the project. Experiment A was designed to study the development pattern of 365 children, from 1974/75 to 1979/80. The attrition rate was high. The number of subjects was reduced to 35 experiment & 35 control subjects in the third year of the programme and these same subjects were kept on for the last three years of the experiment.

Experiment B studies the development of 100 experiment subjects & 108 control children over the period 1975/76 to 1980/81. The subjects were reduced in the third year to 32 experiment & 32 control children most of which finished the programme

Experiment C will be used to illustrate the effect of access and interaction through a library education programme. It was a one year concentrated investigation in 1976/77 of 3 groups of children. Group I the experiment subjects and group 2 control subjects were from the same socio-economic background and were harmonised for parity. Group 3 consisted of 32 children from privileged homes with superior socio economic background. They were pupils attending a private primary school also on the University campus. This one year investigation studied differences at the beginning in developmental level between the three groups and compared changes in results of the three goups at the end of the session, after 1 year of exposure of the experiment group to the programme. 115 subjects for the experiment group 1 were selected from 4 classes of primary I children from the experiment schools (Abadina). These were six year olds from the four public primary schools on the campus. The class was the unit for analysis of data. Another set of 36 children of the same grade was selected from a public school outside the campus but still within the same neighbourhood. These were used as control subjects/ group 2. The classes were examined to establish parity in

distribution of age, sex and socio economic background. The analysis showed no significant difference but the control group had an edge in age. This was also reflected in a slight superiority at the psychological test intrdoced to test for mental age. A second control group of 32 children selected from the private primary school on the campus were children of the superior academic staff and the professional class. Although this third group of children were younger, they were at least two years ahead in mental age in the psychological test of development, Goodenough's Draw a man test, applied at the beginning of the experiment. Table I shows an analysis of the test at the begining of Session.

Table I

Analysis of Goodenogh Developmental Test at the Beginning of 1976/77 Session

	Mean age	Group	Designation	No of Obsv.	Mean	Std deviation	Std Error	T-Test	F-ratio
1	6.0	Abadina IV/I^{B}	Exp 1	26	7.538	4.551	0.892	2.042	7.589
2	6.1	Abadina III/I^{A}	" 1	28	9.179	1.872	0.354		1.620
3	6.4	Abadina I/I^{B}	" 1	28	9.679	3.616	0.683		
4	5.96	Abadina II/I^{D}	" 1	33	6.545	3.636	0.633		
5	6.2	Bodija I	Control I	36	11.667	5.482	0.914	2.042	1.800
6	5.8	Staff Schl	Control II	32	16.469				

The experiment I children then had instruction once a week in the library, and were encouraged to use the library's books and other resources. The syllabus was administered to the experiment classes by the staff of the library who were specially trained to administer the curriculum. The control groups were deprived of both instruction and access to the library.

At the end of the year, an end of session test measuing language comprehension and general knowledge were administered. Table II shows

analysis of the class scores.

TABLE II

Analysis of the end of the 1976/77 end of Session Test

	Group	Designation	No of Observation	Mean	Std Dev	Std Error
1.	Abadina IV/IB	Exp. 1	26	11.692	7.226	1.417
2	Abadina III/IA	" 1	28	14.4429	6.997	1.322
3	Abadina I/IB	" 1	30	16.200	6.052	1.105
4	Abadina II/ID	" 1	33	14.788	7.168	1.248
5	Bodija	Control I	37	7.838	5.410	0.889
6	Staff Schl	Control 2	31	25.032	3.963	0.712

It can be seen from the results that the Abadina Experiment groups who who began with poorer developmental scores have improved on their ability to learn. They have outstripped the control group in the test administered. The 2nd control group of children from advantaged homes, who were also denied the treatment maintained their lead. But the gap between them and the Experiment group have narrowed while the gap between them and the control I group have widened. It can be surmised that the children from the private school had alternative sources to the administered programme either at home or at school. Other investigation showed that they did have access to the AMRC library. The issues showed that the children from priviledged homes were our most avid readers. The parents encouraged their children to use the library by accompanying them.

The research assumes that if the children are from the same socio economic background, and are at the same developmental level, in the same public school system, where there is parity in the quality of teachers & their methods, any differences observed between the two sets after our treatment of the Experiment group can be assigned to our intervention. There are other variables concerned with age, physical facilities. All these were taken into consideration in the 2 six year Experiments. A 1974/75 - 1979/80 and B 1975/76 - 1980/81.

The tests data generated from the 2 group Experiments seem to confirm that the specific library education programme can enhance learning ability and can result in superior performance in language skills and general subject knowledge. This was also confirmed by the incidence of five subjects among the experiment A children reaching a high enough level to pass a common entrance examination to secondary school in Year V of the programme. No such incident was reported among the control group I. Normally the entrance examination to secondary school is taken in the 6th year i.e. final year of the primary education programme. Children from priviledged homes in private schools like the Staff School control 2 in C experiment however do take the Entrance examination in the 5th Year.

The experiment also affected social attitudes and comportment of the treated subjects in the programme.

It is not surprising that the Experiment group in spite of the annual addition of new untreated subjects, maintained its superiority. The library education exposed them to superior and varied learning materials, enlarged their vision of the world and gave superior intellectual stimulation.

Some previous studies relating academic performance and access to good school library resources have not been conclusive in their findings. This is because access to the presence of a good library had been taken to be synonymous with interaction with the resources. There are studies showing that excellent resources often remain unused if children are not directed or motivated to use them. The children in developing countries have not only the problem of language of learning being different from mother tongue, they also had to contend with materials, content and illustrations that are foreign to their experience. The Abadina experiment proved that they can acquire the habit of reading and taste for books in spite of the constraints and distraction of the oral traditions. The children in the Abadina schools now use the library and feel at home among the materials. They still show

a preference for audio visual presentation. Story Hour/figures attendance dropped by 75%, when the projector broke down and Saturday story hour became reading sessions only. A group of children have however identified the library as an alternative to other re-creational activities and enlighten parents are beginning to drop their children at the Centre, as one of the few positive recreational outlet for Saturday.

DEVELOPMENT OF APPROPRIATE LEARNING MATERIALS

The Problem of learning is not solved even for the Abadina experiment. The Centre's 10,000 collection contains mainly books and materials meant for English or American children. Although the problem of the textbook is being taken care of by the various curriculum Development groups of the states Ministries of Education, the whole education programme will be deficient if there is lack of adequate supplementary learning materials beside the official textbooks. Some of the approved official textbook for Nigerian children are obviously amended editions of the United Kingdom editions. A book on Science for Nigerian children gave as examples of carbohydrates potatoes, and wheat as illustrations, when yams or cassava or rice would have been better appreciated by the ordinary Nigerian child. The Centre in implementing its programme did embark on collection or resource materials that could be used for generating appropriate learning resource. These are to give few examples:-

(a) vertical file material for each of the state of the Federation - these consist of pamphlets, pictures, tapes, anything that pertains to the environment and culture of peoples of the 19 states in the Federation.

(b) Tape recordings of folk tales songs & games from different parts of the Federation. These could constitute literary source data for children's literature.

(c) A slide collection of the animals at the local zoo with their local and scientific names and information about their characteristics and habits.

Learning resource Centres in developing countries also must be resource generation centres developing proto types of learning materials for commercial mass reproductions. In this connection Abadina Media Resource Centre has a proposal to develop learning resources in the area of primary school science and cultural studies for the Nigerian School child. A list of the topics identified as requiring attention (see App.II) could be amended to have wider regional appeal for the African regional area.

Since the political boundaries of developing countries are often artificial boundaries cutting across regions with similar culture, learning materials on science and cultural topics may find a wider market. Thus a learning package on the cocoa industry or textiles, traditional weaving industry, tropical fruits, trees or animals will have a wider appeal in the whole West African tropical region cutting across states. There is more in common between the coastal West African people across states than within states on a North-to South axis. It is therefore possible to have exchange of materials between national reproduction centres, that have regional responsibilities. Learning materials prototypes could be doubbled for English or French to meet national language requirements. Production for a wider market will reduce cost and encourage commercial concerns to take on the mass production and distribution as a profitable venture.

PERSONNEL AS MEMBERS OF THE EDUCATION TEAM

One of the new strategies that developing countries media school centres should employ concerns the training of personnel for media centres or school library. It has became increasingly difficult to train personnel for this area of specialisation. Both Ethiopia and Nigeria record that qualified school librarians end up in other vocations but school libraries.

The discussions at Lesotho, 1980 Ibadan (1980) and Leipzig (1981) suggest that school media personnel be considered as a member of the Education team and therefore should be trained as a teacher with specialisation for learning resource management. They should also be trained in the same institutions as teachers. This will make their acceptance and an appreciation of their function and role in the education process easier to achieve. One of the lessons from developed countries e.g. the Title II project in U.S.A. whose objectives were to promote excellence in school libraries/ media centre is the realisation that excellent libraries can remain underutilised. Our experience in Abadina has been that children will use the libraries if motivated and intellectually stimulated to do so. The teachers however, remain indifferent. In spite of regular annual orientation for teachers, they seem uncomfortable in our media centre, while their pupils are at home and have used the library not only for recreation, but as an alternative (to playing truant from school) when there is problem with school. Developing countries must not only train teacher/librarians but must train all its teachers to use libraries and media centres and its variety of learning materials. It is necessary to guide children in the use of learning materials. Modern teachers are required to act as guides in the learning process. In order to promote learning, such teachers must themselves be conversant with the variety of learning materials and their use.

PRODUCTION OF BOOKS

The Abadina Media Resource Centre has also been concerned with the production and publishing of books for children. It has organised Seminars on publishing and workshop for writers of children's books. One of the findings is that there is no dearth of prospective authors and manuscript for publishing. The problem is the quality and the marketability of some manuscripts. AMRC has therefore organised workshops for writers of children books to promote the writing of acceptable manuscripts. It has also become

clear that some childrens books and learning materials will require subsidy to encourage publishers to accept them. This is the only solution for Reference books and supplementary readers. The alternative is for Governments in Developing countries to undertake their publishing until the market demand improves or is developed.

CHAPTER IV

ROLE OF MEDIA CENTRES IN THE PROMOTION OF A LITERATE AND EDUCATED CITIZENCRY

Education is one of the most powerful means of effecting social change. The constraints identified in chapter I as militating against development and progress can be removed by a virile and multi dimensional educational policy. The problem of developing countries can largely be ascribed to the fact that majority of the population lacks adequate primary level education, whether of the adult or the child. There are some problems common to the education needs of non literate adult and the child in developing countries. They both have to contend with the official foreign language, English, French, Spanish or Portuguese, and therefore problem of literacy in both the local and foreign language have to be solved. They both need to acquire basic knowledge that will enable them function in a modern literate society. They both need to develop basic skills that will make them productive in a modern society. It is not surprising therefore that Primary and Adult Education are often grouped together under the same administration. The Nigerian Federal Ministry of Education have Primary and Adult Education under the same section. Public libraries all over the world also seem to have responsibilities for school libraries as well as popular adult libraries.
The Ministry of Education school library system seem to be rare.

In fact the majority of the current public library clientelle in African and other developing countries are children and youths with basic primary education struggling to study for examinations at the secondary level to improve their qualifications and earning power. The adult reading public has not yet evolved in many developing countries. The foregoing suggest that new effective strategies are required to eradicate illiteracy effectively and to build primary and secondary level education that produces citizens that can run modern societies in developing countries. There is need to develop multi package learning materials that not only develop numeracy and literacy but also transfers knowledge and skills in the oral tradition format - visual for the eyes, vocal for the voice and tactial for feeling and touching. The graphic form, the book, should then be part of the media for transfer of knowledge and not the sole media as at present. The book is an excellent media for secondary and tertiary level learning but is not very effective alone for primary level learning.

If the materials and methods required for primary learning packages for adults and children are of the same level, then it seems rational to consider mult purpose media centres to meet information needs and learning material requirements of these levels in the same location. The cost of audiovisual equipment required for a media centre are very high in developing countries. Their maintenance and use require specially trained personnel, that are in short supply in developing

countries. It is important therefore that they should be planned for resource sharing of the space, equipment and personnel with special skills, so that unit cost of operations and production can be reduced.

LEARNING AND INFORMATION NEEDS AT PRIMARY AND SECONDARY LEVEL FOR CHILDREN AND ADULTS

This paper posts that there are some common characteristics in learning resources at primary level whether for children or adults. The learning requirements of the child can be grouped under three headings (a) formal education curriculum requirement; (b) social and cultural education requirement and (c) recreational requirements.

Formal Education requirements are determined by the curriculum which identifies objectives, content, materials methods and evaluation methods for each subject. Our findings in AMRC indicate that while texbooks are available for all subjects, the presentation in many of them are not adequate and the learning materials to aid effective classroom teaching and learning for the African child are not available. There is need for special planning programme for each nation to produce appropriate relevant learning materials to support formal education and the new objectives outlined in chapter II and III.

Social and cultural education. Developing countries are nations whose societal norms and values are in a state of flux. The traditional society norms are still strong in rural areas, while in the urban areas and among the educational elite, a new set of norms, values and behaviour are evolving. The old and new ways of life are in conflict with each other making them societies in transition. The leadership in the society should give some direction as to the type of societies they want to evolve. These are sometimes articulated in the education policy, but often they are ignored. While accepting that change is inevitable with education, a society that is wholly dependent on a foreign culture and ideas of other nations is not likely to develop into a healthy nation. The situation is compounded by the numerous strands of traditional societies grouped in these new nations. Formal education therefore tend to ignore the social and cultural environment. It is important that the social and cultural environment be subjected to the scrutiny of study, evaluation, and interpretation, so that new modern polished forms may evolve for the social and cultural education of the modern school child in developing countries. It is in the interest of the countries that social and cultural education be also formalised so that they can be integrated into classroom learning. The child will then receive an education that fits him into the society and not an education that make him contemptuous of the culture and alienates him from his family and

society. This paper posits that media centres could become an agency for study and selection and remodelling of cultural forms for social and cultural education. In Appendix II a list of cultural subjects requiring attention for such development are listed and this could be extended.

Recreational needs becomes very important as quality of life improves and leisure time lengthens in a society. Recreation in most developing countries are communal and bound up with social cultural events, births, marriage, deaths, festivals etc. The child needs to learn these as well as develop individual recreation activity which develops the intellect, the emotions and the physical body. Recreation sometimes can be used to bring children in contact with the larger world culture. These are often the case in the area of sports, music and hobbies, art appreciation etc.

The learning requirements of the Adult non literate is not much different, These are functional literacy, social development and cultural and recreational activities. The world of learning is concerned with the environment, and man's utilisation of it, his thoughts and interpretation and his interaction and activities with fellow man. The Adult learner at the Primary level is however in a different reality demanding knowledge for survival, for increasing productivity, for social interaction and others. Therefore, for him functional literacy with knowledge that is relevant to his occupation and productivity is very important.

The non literate adults functional education needs extend beyond the three Rs - the skills of numeration and literacy. The learning materials designed for numeracy should not only teach numbers measurements and calculation but in relation to his functioning as a more enlightened farmer, fisherman or factory worker. The topics for learning packages development will be related not only to general knowledge but also to his occupation. One can think of relevant topics which cut across national boundaries Cocoa farming

Fish farming
Cattle rearing
Cotton farming
Poultry farming.

Other functional literacy packages can be designed to provide information on health, education system, laws, taxation, finance and banking facilities, land tenure, marketting facilities and other topics that enable him to function as an adult. The adult learner therefore needs learning materials that transfer information to him in the medium that he can assimilate and understand. There is therefore need for audio-visual presentation on his government and how he is governed; on citizenship and his rights and responsibilities; and on the facilities and social services that are available to improve his productivity and the quality of life. This type of information source is sadly lacking in developing countries and consequently many social services remain under utilised.

Illiteracy is not synonymous with inability to think and reason. Many non literates are operating at the tertiary level of expression and thinking in their local language. Difficult concepts ideas and operations can be explained if the local language is adopted for use. The audio visual media should also use the local language to present knowledge or information. A detail list of topics of knowledge and information needs worked out for non literates adults in Nigeria is presented in appendix III.

Cultural and Recreational Information are probably well under control in a small village community. In large towns with foreign or migrating population the social information system is rather diffuse and lack of information or misinformation may create problems for the different groups. Social and cultural information dissemination also tend to become formalised in urban areas. Many adults need to be informed on the significance and procedure for festivals - religious and social functions like marriage, chieftaincy installation rites and other traditional culture bound institutions, that are becoming part of modern life in developing societies where the traditional cultures persist.

The educated elite who have had to leave home at an earlier age ironically are the most ignorant about cultural norms and procedures. They are the non literate in the traditional mores and customs. Multi medi packages recording festivals, marriage, chief-

taincy installation rites will not only provide source of knowledge and information for the unlearned in traditional mores, but will record cultural oral tradition for the scrutiny of scholars and ensure the preservation and perpetuation of those cultural heritage that are of value.

A number of international conferences IFLA Phillippines 1980 and FID Ibadan 1981 examined library and information needs of largely non literate societies and recommended the development of multimedia packages to meet the needs of rural and urban non literates. The resources in the library and information services envisaged for non literate communities will be largely multi media learning packages. There is therefore a strong case for the development of multi media centres that will generate and produce prototypes for commercial mass production.

ORGANISATION OF MULTI PURPOSE MEDIA CENTRES

The idea of multi purpose libraries has been tried out in Europe in the German combined public/school libraries and in the Norway Community/schools. This paper is recommending Multi Purpose Media Centres to meet the educational and information needs of schools and adult learners. The media centres envisaged will function as an all media integrated resource centre collecting, generating and managing books, audio visual resources and select cultural or museum materials. Books and media packages materials will have equal

status and attention in these multipurpose media resource centres. The centres will be designed to serve all sections of its local community, adult, children, schools and other agencies or institutions.

AIMS & OBJECTIVES

A Multi Purpose Media Centre will have as its aim the promotion of the intellectual and educational development of the society. It is essentially an educational multimedia centre for all levels. It should have the following objectives:

1. To harness the intellectual products of the society for the benefit of its members;
2. To develop an integrated multi media collection of learning and information resources to meet the needs of the community;
3. To generate and encourage the production of learning and information resources about its local environment;
4. To manage the resources collected to ensure effective utilisation and dissemination.
5. To acquire and make available resources that will promote education and social development for all levels of formal and non formal education.
6. To provide learning and information materials in support of adult literacy, health education, community development, economic activities and cultural activities of its society.
7. To develop information packages that will support a citizens information and referral service.
8. To encourage the publishing of books and mass production of audio visual learning materials.

COLLECTION RESOURCES

Books - The multi-media centre must ensure the availability of all categories of books about the local environment for all levels and all categories of clientelle - children and adults. Priorities must be given to books and reference information about the local environment. The book collection process must be dynamic. It must include all categories of books that constitute the balanced collection of a library meeting the present and anticipating future needs of its clientelle. Such book collection must include reference and information books, fiction and non fiction, textbooks and supplementary reading, periodicals, etc.

Where books or required text on a particular required subject or topic have not been written, the media centre envisaged must arrange for or commission the writing and production of such books. The Centre must compile and produce reference information and directory information books. In the case of children's books and supplementary readers, the centre should encourage the writing of children's books by organising workshops for writers and actually supervising or commissioning the writing of such books. It will be the responsibilities of the media centres to identify areas of deficiency and need in book production. In this respect, Multi Purpose Media Resource Centres, (MPMRC) unlike libraries will not be passive centres collecting and managing what is available, but will be active generation centres of recorded information and

knowledge. It will be necessary for the centre to conduct a study of the society or community to identify areas of need and deficiency and explore the resources available locally to meet such needs.

AUDIO VISUAL RESOURCES COLLECTION

The audio visual resources of a multi purpose media centre are not just a supportive collection to the books but important learning resources essential to meet the needs of a developing society whose book culture are underdeveloped or non existence. The media centre, in such circumstance, may be the only record or the primary source for knowledge and information available on a subject or topic. Its development must be in response to or anticipatory of specific needs identified for the local community served.

In a situation where learning materials for children and functional literacy materials for adults are not available, the audio visual media becomes a very powerful media for transfering knowledge and information. A strong audio visual division of the media centre is therefore a necessity. The A-V division must undertake to acquire all relevant learning multi media packages available to meet the needs of its clientelle. It must also be equipped to conduct research and development projects to enable it produce proto-types of learning material to meet the needs of its immediate clientelle and community.

The A-V Division must not only have an adequate and appropriate collection of soft ware, but must also acquire and make available the equipment and facilities for their use. The equipment for their utilisation in the form of audio tape recorders, projectors of all types, must constitute an important part of collection resources. This is to provide out of premise loan of soft ware and equipment to play them.

CULTURAL AND HISTORICAL MATERIALS AND REALIA are important learning resource materials. Specimen collection of nature could be presented in audio visual forms, but real specimens are even more effective as learning materials. Specimen collection of stones, shells, or butterflies etc. are materials for multimedia centres provided they are limited to those that can be well managed. A limited collection of cultural and historical materials integrates school with the cultural environment much more effectively.

TEACHING AIDS AND INSTRUCTIONAL MATERIALS

Multipurpose media centre must have a strong collection of teaching aids - pictures, illustrations, educational toys, demonstration kits and other educational materials to support school education, self directed education, functional literacy and job oriented education. There must also be advisory service and facilities for teachers and instructors concerned with adult education to make their own teaching aids or demonstration kits.

SERVICES OF MULTI PURPOSE MEDIA CENTRES

Collection Organisation

The first responsibility of a media centre is the acquisition and systematic organisation of all its resources. In the organisation of its resources, the varying levels must be clearly delineated. The children's and schools collection must be clearly differentiated from the adult collection. The resources for each level should be an integrated Book and A-V collection at least in the library catalogue if not in reality on the shelves. The library catalogue should be divided between the children, Schools and the Adult Division. If an integrated catalogue exist the levels should clearly be indicated.

LENDING, REFERENCE AND INFORMATION SERVICES

A media centre is expected to provide the normal lending service making its resources available. The normal regulations for the loan of books should be observed. There may however be problems over loan of expensive audio visual soft ware and their equipment. The centre should consider the capability of the lending agency or of the individual for operating and using Audio visual equipment successfully. It may be wise to limit lending of A-V resources to institutions and agencies.

In pursuance of its educational goals and Reference and information dissemination of Multi Purpose Media Centres should be more active than in a normal public library. The centre must alert school teachers and adult education agencies about new learning resources in its collection relevant to their functions. There should be an alerting or current awareness service list to schools and to educational agencies for adults. It is also envisaged that advisory services in utilisation of resources for teachers, adult education, health and social development workers will also be made available by the media centres.

Production and generation of intellectual resources in its primary format are special services that Multi Purpose Media Resources Centres (MPMC) must consider necessary in developing countries. As centres of intellectual activities, they are likely to have information on the sources of knowledge and human resources available for their production. The centres should act as catalyst to bring together scholars, writers and media specialists and the intellectual resources of a community to stimulate the production of manuscripts for books and prototypes of media learning packages for mass production. The Centres may act as liason also between the publishing industry and the writers to improve on the availability of printed books, drawing the attention of both to areas of need that may also be profitable to both.

The M.P.M.R.C. itself will be actively engaged in publishing or reproduction of educational materials to meet limited demands in support of its functions and activities.

EXTENSION SERVICES

Service to schools, adult education and social development agencies will certainly involve mobile library service, book box scheme regular depositing of a box of books as alternative to the library van and other forms of extension services. The M.P.M.R.C. must provide support service to the promotion of education at all levels and to activities concerned with social development. Extension services is not just a support service in developing countries. They should be considered essential and mandatory services from the M.P.M.R. Centres in support of development.

RESEARCH AND DEVELOPMENT SERVICES

Research and development resources will be very important functions of an MP.M.R.C. The problem of identifying areas of need and initiating innovative measures to generate materials for meeting those needs requires community research activities and bibliographic resource research relating resources and community needs.

ADMINISTRATIVE STRUCTURE

Many developing countries have already established Public Libraries and School Libraries managed by State or National Library Boards. It will be improper to suggest that a new network of multipurpose media centres

be established. Since many public libraries are already supervising school libraries, this paper recommends that Public Libraries be upgraded to Multi Purpose Media Resource Centres servicing both the community and the schools. This administrative structure should be governed by National Legislation. Many state library legislation and national legislation include responsibility for school libraries. The School Library service function should be made mandatory and given equal status as the Public service function. It should be managed by a Director under a Management Board.

A Multi Purpose Media Centre should however have the following divisions manned by specialists who will have the status of Assistant Directors.

The divisions envisaged are:

1. National or State Depository Division with responsibility for bibliographic service and legal deposit, (the collection and preservation of books submitted under the legal deposit legislation.)
2. Adult Learning Resource Centre Division.
3. Schools Learning Resource Centre Division.
4. Central Acquisition and Processing Division.
5. Audio Visual Equipment and Learning Resources Division with responsibility for management and maintenance of Audio Visual Resources and equipment.
6. Research and Development of Resources Division with responsibility for generating resource materials and publishing.
7. Special materials division for the disabled.
8. Mobile Libraries and Extension Services Division.

The Divisions will be managed by Assistant Directors reporting to the Director of the MPMRC. Each Division should be manned by a team of professionals and para-professionals. The audio visual section should be manned by media specialists and educational technologists. New MPMRC should be distributed so that urban centres with at least 500,000 population will have one. It will also coordinate the activities of branch libraries, school libraries and media centres in its assigned area. Each nation or state should at least have one Multi Purpose Media Resource Centre. In their establishment A-V Resources Divsion should also be given priority attention. The branch libraries under a fully developed MPMRC do not need to develop the A-V Division. It is not intended that MPMRC will replace school libraries/media centre.

IMPLICATION FOR EDUCATION AND TRAINING OF PERSONNEL

It has been suggested that the education and training of librarians should include the generation, use and management of audio-visual resources: (SCALS 1978) to ensure that African librarians can also handle oral traditions materials. The foregoing proposals suggested that Library Schools for librarians in developing countries must now included the Management of A-V Resources in their training programmes for professional librarians and the para-professionals.

The teacher librarians operating in School - Libraries/Media Centres must be trained in teacher

1. Standing Conference of African Library Schools directors Dakar 1977

training colleges or institutions for the training of teachers. This paper also recommends that all teachers have a course on use of libraries and A-V learning resources.

FINANCIAL AND COST BENEFIT CONSIDERATIONS

A media centre is an educational investment whose benefit to the society may not be easily quantifiable. There are however research studies showing that the higher the education of the individual, the higher the economic benefits or social returns to the individual and the society. The benefits to the individual could be measured in higher incomes, variety of choices of occupation and therefore economic and social mobility; better standard of living, better use of leisure and better quality of life. The benefits to the society can be measured in terms of a more productive labour; a more enlightened citizenry and therefore a more positive participation in politics; a more enlightened lawful behaviour, reduction in unemployment rate; reduction in school drop outs and social delinquents. Media Resource Centres are however very expensive ventures whose costs must carefully be measured against the benefits and in relation to other social priorities. In many developing countries, education already absorb between 30 and 40% of the country's budget. Even this proportion can only be spared by some of the fairly developed or rich oil producing states. The MPMRC should be seen as a device to create a Centre that will provide

a necessary service whose social profitability is high, but at the least possible cost to the state and the individual.

One of the problem of many developing countries is that only primary education is free. Unless such primary education is well grounded and there is provision for sustaining the literacy achieved, the candidates are likely to lapse into illiteracy. Multimedia centres offer not only an opportunity to improve on the cognitive and affective results of primary education but provides avenue for continuing, and sustained education and literacy. The individual and social benefits or returns of Media Centres are therefore very high for developing countries.

It is however noted that the institutional and social costs of media centres are very high. In fact they have come as later stage development in developing countries. But developing countries have the problem of catching up with the developed countries, so that they can fully participate in the world civilization that is evolving. The educational methods and facilities which media centres offer are necessary for recording and transmitting the cultural heritage, before they disappear. They can therefore not afford to defer their use, until a later stage of development, because their own rate of development and the survival of their culture may depend on use of audio-visual technology to record it now.

The Abadina Media Resource Centre has an annual recurrent budget of ₦50,000 or $75,000. In terms of unit cost, it is reckoned that we spend ₦7.1 per clientelle using the school population of staff and pupils of 7,000. The unit cost was ₦10.4 per client in 1976/77 at the beginning of the project. The total institutional cost of primary education per child has been computed at 68.17 naira[1](1979). Since the school is not bearing the unit cost of the centre, we can assume that an additonal ₦10.4 initial cost per pupil is being required for cost of providing media centre facilities for a group of 10 schools with population of 7,000. This is almost an additional 6% of computed institutional costs. It can be questioned whether the social returns will justify this increase. In a table showing social returns rate computed for Nigerian Primary Education and Adult Literacy programmes, (Okedara 1972)[2] the social return rates is 11 for Primary and 15 for Adults in a literacy programme between ages 15-r5. The social return rate for U.S.A. is 17.8 and for India 19.4 for Primary education. The figure for Nigeria and other developing countries may increase if the quality of education given as a result of superior and varied learning materials improves to the level of increasing productivity and therefore returns.

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It is however possible to reduce costs by having sharing resources in terms of physical facilities, utilisation of personnel, equipment and learning materials between varying levels of demand. A Multi Purpose Media Resource Centre envisaged and described in this paper will distribute cost over a larger population with high probability for reduced costs and high social returns.

CONCLUSION

The survey of literature on school ibraries/media centres in developing countries suggest a widespread awareness of its important role in the education process. The current situation presents a picture of governments' efforts to provide central collections for secondary schools and classroom collections for primary schools, or mobile library services from the Public Libraries. It can be generalised that most governments cannot afford to provide primary school libraries service and therefore are largely undeveloped. National legislation making school media services mandatory exist in only a few countries. There has been considerable discussion on these issues and the problem of personnel to man school libraries at various international meetings.

A number of common problems have been identified as relating to the oral traditions, differences in mother tongue and language of instruction and learning, the lack of appropriate learning materials, financial problems and national priorities, lack of trained personnel. Some new strategies has been suggested as offering possible solutions to problems. These are the introduction of national policies and legislation for school libraries media centres and public libraries i.e. The establishment of Multi Purpose Media Resource Centres; the adoption of local language as one of the official languges of the Media Centres; the integration of books with audio-visual resources as formats of

equal importance in media centres; the introduction of user library education into Primary and Secondary school programmes to ensure positive and effective interaction with resources and a virile and dynamic reference, infomation and referral service in MPMRC.

A summary of the recommendations in the paper are as follows:

1. There is need for a proper survey of existing media resource centres in developing countries. The returns for school libraries/media centres in Unesco Statistical Yearbook are inadequate. National surveys of school media centres should be encouraged to ensure availability of reliable statistics on operations and the extent and scope of services available.

2. National policies and legislation on provision of libraries/media centres for primary and secondary schools should be determined and passed into law.

3. National standards and manual of practise should be worked out for each developing country. Existing standards assume that all developing countries are at same stage of development and are therefore unrealistic.

4. Book Resources and Materials for children and Pupils and new literates in developing countries should be developed by promoting or subsidising local publishing industries.

5. The local indigenous languages should be adopted as one of the official languages for the development of resources and service operations.

6. Audio Visual Resources should be developed as learning materials of equal status and importance as books. Regional reproduction centres should be established to reduce costs.

7. Book and A-V Resources should be integrated in Media Resource Centres.

8. Teacher librarians and staff for school media centers should be trained in Teacher Training Colleges.

9. User Education should be part of all teacher education programmes to ensure that they are able to use libraries/media centres effectively and trained to motivate their pupils to use them.

10. Multi Purpose Media Resource Centres should be established to provide effective service to groups of schools, educational agencies and the largely non literate public. This is to effect resource sharing of physical plant, central processing, specialised resources and equipment and trained personnel and so reduce unit cost.

11. The Generation and production of resources and publishing should be part of MPMRC activities and services.

12. The use, generation and management of audio-visual resources should be part of the training of professional librarians.

It is noted that developing countries are in various phases and stages of development. Some of the problems posed e.g. that of language may not be applicable where the mother tongue is the national language. The recommendations will therefore have to be considered and variably applied according to local conditions. One thing is clear, all developing countries are concerned with societal development at the grass roots level and the ideas expressed in this paper will be relevant in varying degrees.

APPENDIX I

App I

OVERVIEW: SCHOOL MEDIA PROVISION IN SELECTED DEVELOPING COUNTRIES

COUNTRY	DATA YEAR	NATIONAL POLICY/ LEGISLATION WITH DATE	SECONDARY SCHOOLS LIBRARIES/ SERVICE POINTS	SECONDARY SCHOOLS TOTAL NO OF VOLUMES	SECONDARY SCHOOLS SIZE OF COLLECTION	PRIMARY SCHOOLS NO OF LIB. POINTS	PRIMARY SCHOOLS TOTAL NO VOLUMES	PRIMARY SCHOOLS SIZE OF COLLECTION	AGENCY & TYPE OF SERVICE Agency Mobile	FUNDING	NATIONAL/MOBILE MEDIA CENTRES NO OF CENTRES	NATIONAL/MOBILE MEDIA CENTRES No. STOCK SIZE	NATIONAL/MOBILE MEDIA CENTRES Audio/ Visual	NATIONAL MEDIA & STANDARDS	STAFF TRAIN. & AGENCY
AFRICA															
EGYPT	1970	Decree no 179 of 1958	1,200 Schools are schls.			503 6000 classroom collections			Min. of Educ.	£184,000					Univ.of Cairo
ETHIOPIA	N/A		43												
GAMBIA	1981		179	700,000											
GHANA	1970		24	24,000					Ghana Libr. Board Mobile services						
KENYA	1981	N.A.D Report of '76	206	25,000					Kenya National Libr. Service	Subscription 100 for each	2				
NIGERIA	1982	N.A.L.A. Proposals 1978 recreation Acc. schls. to have libr.	5816 schls			38,873 schools	10,000,000 expected from Fed. Govt Aid approved ₦15,000,000	600 class rooms	State Lib. Boards some with mobile libr.	£27,000,000 Fed. & State Govts.	6	5000-15,000		ANRC	Univ.& Polytechnics
SENEGAL	1970		15	94,859		26	3,066								
TANZANIA		Min. of Educ. requirement for schls	877	310,000	2,963-20,000				Tanzania Lib. Services	T.L.S. to Few schls.	Uhuru schl. I				
LIBERIA	1978		20	36,640	2,000				National Libr. Service						
FEDERATION OF RHODESIA	1977	Education Act of 1965	318	101,910 for Mobile Libr. Serv.		569			Min. of Educ.	£17,886					
IRAN	1972		4,000	500-18000 in Private schools		621,847			Mobile Libr. Service		Inst. for Internal Development of young adults				

- 2 -

COUNTRY	Data YEAR	NATIONAL POLICY/ LEGISLATION WITH DATE	SECONDARY SCHOOLS LIBRARIES/ SERVICE POINTS	SECONDARY SCHOOLS TOTAL NO OF VOLUMES	SECONDARY SCHOOLS SIZE OF COLLECTION	PRIMARY SCHOOLS NO OF LIBRARIES/ SERVICE POINTS	PRIMARY SCHOOLS TOTAL NO VOLUMES	PRIMARY SCHOOLS SIZE OF COLLECTION	AGENCY & TYPE OF SERVICE AGENCY MOBILE	FUNDING	NATIONAL/MOBILE MEDIA CENTRES NO OF CENTRES	NATIONAL/MOBILE MEDIA CENTRES No. STOCK SIZE	NATIONAL/MOBILE MEDIA CENTRES AUDIO-VISUAL	NATIONAL MEDIA & STANDARDS	STAFF TRAIN. & AGENCY
CARIBBEAN & LATIN AMERICA															
JAMAICA	1977		268	598,000	1000-4000				Jamaican Libr. Board					Reading Centres	
[illegible]			1004	2157,000											
[illegible]	1974		365	2744,000	3000 - 42,000	197			Min. of Education						
[illegible]															

Appendix II

MULTIMEDIA

TOPICS FOR LEARNING RESOURCES IN SUPPORT OF PRIMARY SCHOOL CURRICULUM IN NIGERIA

1. Science & Environment

1. Insects around us
2. Birds around us
3. Trees around us
4. Flowers around us
5. Hygiene, care of teeth
   body
   hair
6. Nigerian wild animals
7. " domestic animals
8. " reptiles
9. At the Ibadan University Zoo

II Geography and Industries

1. Rocks around us
2. Knowing Nigeria Series - 19 states, people and places of interest.
   1. Anambra
   2. Bauchi
   3. Bendel
   4. Benue
   5. Borno
   6. Cross River
   7. Gongola
   8. Imo
   9. Kaduna
   10. Kano
   11. Kwara
   12. Lagos
   13. Niger
   14. Ogun
   15. Ondo
   16. Oyo
   17. Plateau
   18. Rivers
   19. Sokoto

3. Nigerian rivers & lakes

4. Dams

5. Family system

6. The story of Nigeria (series)

   i Historical

   ii Social

   iii Cultural

   iv Economics

7 Education for all

8 The Nigerian market woman

Agriculture

9. Farming Nigeria:-

   a yam production
   b Cassava production
   c groundnut production
   d animal production - dairying
   e poultry farming

Industries

10. Cocoa Industry

11. Timber Industry

12. Dari Industry

13. Rubber Industry

14. Petroleum Industry

III Cultural and Creative Arts

1. Nigerian costumes

2. Nigeria weaving industry - Aso-Oke, Akwete & Bida

3. Pottery industry

4. Leather works/industry

5. Cookery (series) Nigerian foods

6. Dyeing Industry

7. Jewelry making (series) beads, Bida glass, etc.

8. Carving - a Nigerian Carver - Fakeye

Culture

9. Traditional Festivals

10. Dances : Traditional

11. Creative Artists at work

    a Sculpture

    b Painter

12. Traditional Music Forms

13. Folk tales -

14. Poetry

MULTI-MEDIA TOPICS
FOR
FUNCTIONAL LITERACY PACKAGES

AGRICULTURE

- Cocoa Production
- Cotton "
- Rice " "
- Yam "
- Cassava "

Extension Services

- Pests
- Plant diseases
- Marketing of Products
- Credit loan facilities
- Land Tenure laws

EDUCATION

- Adult Literacy Programmes
- School Education System.

EMPLOYMENT

- Labour Laws
- Employment Facilities and Agencies
- Trade Union laws and operations
- Pension rights and schemes

FINANCE

- Taxation
- Banking

- 2 -

FINANCE

Insurance

HEALTH

Housing schemes

Loans and Mortage operations

Accommodation and Rent laws and facilities

WELFARE

Family welfare

Marriage laws and rights

Child delinquency

Family Planning

POLITICS AND GOVERNMENT

The constitution

Government and Administration

Local Government

Election procedures

CULTURE AND RECREATION

Festivals

Chieftaincy procedures

Operatic groups

Music and Drums.

3. Nigerian rivers & lakes

4. Dams

5. Family system

6. The story of Nigeria (series)

   i Historical

   ii Social

   iii Cultural

   iv Economics

7 Education for all

8 The Nigerian market woman

Agriculture

9. Farming Nigeria:-

   a yam production
   b Cassava production
   c groundnut production
   d animal production - dairying
   e poultry farming

Industries

10. Cocoa Industry

11. Timber Industry

12. Dari Industry

13. Rubber Industry

14. Petroleum Industry

III Cultural and Creative Arts

1. Nigerian costumes

2. Nigeria weaving industry - Aso-Oke, Akwete & Bida

3. Pottery industry

4. Leather works/industry

5. Cookery (series) Nigerian foods

6. Dyeing Industry

7. Jewelry making (series) beads, Bida glass, etc.

8. Carving - a Nigerian Carver - Rakeye

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